**Literature Circle Assessment**

**CCA10.3(a) (f) (h), CR A10.1 (c) (d) (e) (f), CR A10.4 (d) (e)**

**Indicators**

* I can use oral language in formal and informal situations to express ideas and information
* I can participate in small group discussion
* I can support the learning in my classroom by talking, listening, avoiding disrespect and drawing others into the conversation
* I can show that I understand print texts
* I can respond to print texts
* I can demonstrate active reading
* I can read and make generalizations about key concepts, characters, themes and techniques in literary texts. I can support my ideas with specific details and examples

To participate effectively in a literature circle, I need to:

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|  | **Criteria** | **Strong** | **Competent** | **Adequate** | **Developing** | **Not Yet** |
|  |  | **100%-86%** | **85% - 76%** | **75% - 66%** | **65% - 50%** | **Below 50%** |
| **CCA10.2** | **Message Quality** | Message is clear, focused, and well-developed. Ideas and details are relevant, fresh, and appropriate. | Message is focused and developed. Most ideas and details are relevant and appropriate. | Message is communicated but needs a clearer focus or more development of idea(s). | Message is discernible but more details are needed to support the main idea(s). | Unclear focus; no elaboration of ideas; irrelevant or inappropriate |
| **Organization and Coherence** | Contribution is logically or creatively organized with evidence of detailed preparation. | Contribution has a clear central focus with evidence of adequate planning and preparation. | Contribution is organized but central idea is not sufficiently or logically developed. | Contribution does not have a clear focus or main idea. Ideas are poorly supported. | Contribution lacks organization and structure. It may be hard to determine main point. |
| **Language Choices** | Register and tone are appropriate and hold listeners’ attention. Fresh, imaginative language is used to create an image, make a point, or capture audience’s interest.  Sentences are varied for emphasis or effect. Word choices are precise, interesting, and appropriate. | Register and tone are in keeping with purposes and audience. Language is clear and appropriate. Sentences are clear and show some variety. Most word choices are effective and original. | Register and tone are generally appropriate but not consistent. Sentences are generally clear with some variety in length and structure. Words are adequate and correct but lack flair and originality. | Register and tone are acceptable but language is mechanical, flat, and often unimaginative.  Sentences lack variety. Word choices are commonplace and lack punch. | No evidence of awareness of audience. Register and tone are inappropriate. Flat and unimaginative language is used. Sentences are simple, incomplete, or unclear. Word choices are vague and immature. |
| **CRA10.1 AND CCA10.4** | **Comprehension (1)** | Demonstrates thorough and insightful understanding of idea, information, concepts, and/or themes in text. | Demonstrates clear understanding of ideas, information, concepts, and/or themes in text. | Demonstrates some understanding of ideas, information, concepts, and/or themes in text. | Demonstrates limited understanding of ideas, information, concepts, and/or themes in text. | Demonstrates little understanding of ideas, information, concepts, or themes in text |
| **Comprehension (2)** | Explains in a thorough and insightful way how ideas are organized and how key conventions and elements/ techniques have been used for effect. | Explains how ideas are organized and how key conventions and elements/ techniques have been used to achieve particular effects. | Explains in a simple way how ideas are organized and how key conventions and elements/techniques have been used to achieve particular effects. | Has difficulty explaining how ideas are organized and how conventions and elements/ techniques have been used for effect. | Is largely unable to explain how ideas are organized or how conventions and elements/techniques have been used for effect |
| **Response** | Responds critically with a high degree of analysis and effectiveness. | Responds critically with considerable analysis and support. | Responds critically with some analysis and support, when prompted. | Responds critically with limited analysis and support, when assisted. | Insufficient evidence of critical response given |